



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1320 18th Street Box 1090, Parker, AZ 85344

Parker Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jay Sandusky
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
Web Address : www.parkerusd.org
Phone Number : (928) 669-2141
Fax Number : (928) 669-2515
E-mail : jsandusky@parkerusd.org

Mission

Our mission is to meet the academic, social/emotional, physical and behavioral needs of our students in a safe learning environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü Wallace Junior High School will once again earn a highly performing label, or higher, from the Arizona Department of Education.

Enrollment

October 1, 2005 School Year Student Enrollment : 240
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- Ü On-site Special Education
- Ü Advanced Placement Math Classes
- Ü Gifted Program
- Ü EL
- Ü After School Tutoring for All Students
- Ü Law-Related Education
- Ü Intersession Opportunities
- Ü Enrichment Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

We provide our parents with a student handbook, monthly newsletter, weekly assignment sheets, mid-term progress reports, quarterly report cards. School website, newspaper articles, phone contacts, and emails contribute further communication with our parents.

Parents

Parents meet their responsibility by having their children in school, on time, attending conferences, and supporting the school's discipline plan. Parents should also keep the school informed of concerns regarding safety issues.

Transportation Policy

The boundaries of the district parallel the Colorado River on the west. Buses travel 18 miles up river and 43 miles down river from the town center. Buses transport 1,200 district students and drive 1,900 miles on an average day.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü District Teacher of the Year	2005
Ü District Teacher of the Year	2006

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	169	78546	99	99	97	536	533	543	9	11	15	21	23	18	63	60	52	6	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	92	38645	99	99	98	542	540	545	7	7	13	17	21	18	69	66	54	7	7	15
Male	51	76	39792	98	99	97	526	523	542	14	17	17	27	26	17	53	53	50	6	4	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	39	59	31177	100	100	97	526	520	524	8	12	22	33	36	23	54	49	48	5	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	39	59	4689	98	98	95	528	532	515	13	14	28	21	19	25	64	64	43	3	3	4
White	46	48	36450	98	98	97	551	549	563	9	8	7	13	15	12	67	67	57	11	10	23
Students with Disabilities	16	21	8093	94	95	82	476	475	489	56	62	50	19	14	24	25	24	23	NA	NA	2
Students without Disabilities	111	148	70453	100	100	100	544	541	549	3	4	11	22	24	17	68	66	56	7	6	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	121	34694	98	98	96	534	528	524	9	12	23	21	25	23	66	60	48	5	3	7
Non-Economically Disadvantaged	40	48	43852	100	100	99	542	544	559	10	10	10	23	19	13	58	60	56	10	10	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	168	79045	99	99	98	502	500	512	9	8	10	31	33	25	58	57	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	92	38860	99	99	98	512	511	519	3	2	7	27	26	22	68	67	62	3	4	8
Male	51	75	40075	98	97	97	485	486	505	20	16	12	37	41	28	43	43	54	NA	NA	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	39	58	31314	100	98	98	491	488	493	10	10	16	38	43	34	51	47	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	39	59	4719	98	98	96	495	500	489	10	7	15	36	34	39	54	56	45	NA	3	2
White	46	48	36730	98	98	98	515	514	532	9	8	4	20	19	16	67	69	68	4	4	12
Students with Disabilities	16	20	8552	94	91	87	447	452	463	50	45	35	38	35	40	13	20	23	NA	NA	1
Students without Disabilities	111	148	70493	100	100	100	509	506	517	4	3	7	30	32	24	65	61	62	2	3	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	87	120	34922	98	98	96	498	497	493	9	8	15	34	37	34	55	53	48	1	2	3
Non-Economically Disadvantaged	40	48	44123	100	100	99	508	509	527	10	8	6	23	23	18	65	65	66	3	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	168	79657	99	99	99	565	562	566	4	3	3	7	8	8	89	89	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	92	39120	99	99	99	574	573	580	3	2	2	4	4	4	93	93	92	NA	NA	2
Male	51	75	40423	98	97	98	549	548	553	6	4	5	12	13	12	82	83	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	39	58	31642	100	98	99	549	546	552	5	3	5	13	16	11	82	81	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	39	59	4760	98	98	97	568	567	547	3	2	5	5	5	14	92	93	81	NA	NA	0
White	46	48	36929	98	98	99	573	573	579	4	4	2	4	4	5	91	92	91	NA	NA	2
Students with Disabilities	16	21	9069	94	95	92	500	507	508	13	10	11	25	29	30	63	62	58	NA	NA	1
Students without Disabilities	111	147	70588	100	99	100	573	570	573	3	2	2	5	5	5	93	93	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	87	120	35341	98	98	97	560	558	551	5	3	5	7	9	12	89	88	83	NA	NA	0
Non-Economically Disadvantaged	40	48	44316	100	100	100	575	574	578	3	2	2	8	6	5	90	92	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	150	78400	100	99	97	555	551	554	19	19	21	24	23	19	43	45	47	14	12	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	72	38686	100	99	98	550	550	554	14	13	20	33	32	20	42	46	49	11	10	12
Male	56	78	39636	100	99	96	559	552	554	23	26	23	14	15	18	45	45	46	18	14	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	33	57	30732	100	98	97	563	552	534	15	18	31	30	30	24	36	40	40	18	12	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	45	56	4536	100	98	95	537	538	528	24	25	35	24	21	25	42	45	37	9	9	4
White	34	36	37038	100	100	97	570	572	575	15	14	11	15	14	14	53	56	56	18	17	19
Students with Disabilities	15	18	7840	100	90	81	504	507	498	73	61	60	20	28	18	NA	6	20	7	6	2
Students without Disabilities	98	132	70560	100	100	99	562	557	560	10	14	17	24	23	19	50	51	50	15	13	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	66	96	33014	100	99	95	551	546	534	20	21	31	26	25	24	42	44	40	12	10	5
Non-Economically Disadvantaged	47	54	45386	100	98	99	560	560	569	17	17	15	21	20	15	45	48	52	17	15	18

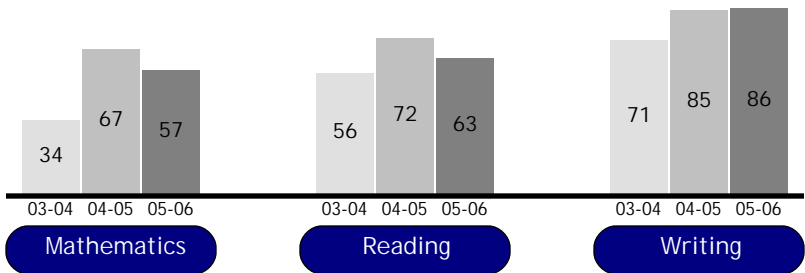
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	150	79179	100	99	98	519	515	519	8	8	11	29	32	27	61	59	58	2	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	73	38974	100	100	99	522	520	524	5	4	8	28	32	25	65	63	61	2	1	5
Male	56	77	40124	100	97	97	515	511	513	11	12	13	30	32	28	57	55	54	2	1	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	33	57	30987	100	98	98	519	511	498	12	11	17	21	32	36	61	54	45	6	4	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	45	56	4573	100	98	96	507	508	494	7	7	16	38	38	41	56	55	42	NA	NA	1
White	34	36	37467	100	100	98	533	534	539	6	6	5	26	25	17	68	69	70	NA	NA	8
Students with Disabilities	15	18	8567	100	90	88	457	462	467	40	33	39	53	50	38	7	17	22	NA	NA	1
Students without Disabilities	98	132	70612	100	100	99	528	522	524	3	5	7	26	30	25	69	64	62	2	2	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	66	95	33345	100	98	96	517	512	499	5	6	17	33	37	36	61	56	46	2	1	1
Non-Economically Disadvantaged	47	55	45834	100	100	99	520	521	533	13	11	7	23	24	19	62	64	67	2	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	151	79734	100	99	99	568	562	554	2	2	3	12	14	19	86	84	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	73	39243	100	100	99	584	577	568	NA	NA	2	9	12	12	91	88	85	NA	NA	1
Male	56	78	40413	100	99	98	552	548	541	4	4	4	16	15	26	80	81	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	33	58	31254	100	100	99	583	563	539	NA	2	5	6	10	25	94	88	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	45	56	4613	100	98	97	555	555	535	4	4	4	16	18	29	80	79	67	NA	NA	0
White	34	36	37668	100	100	99	570	570	569	NA	NA	1	15	14	13	85	86	85	NA	NA	1
Students with Disabilities	15	19	8943	100	95	92	494	495	495	7	5	11	67	63	51	27	32	38	NA	NA	1
Students without Disabilities	98	132	70791	100	100	100	579	571	561	1	2	2	4	7	15	95	92	83	NA	NA	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	66	96	33718	100	99	97	569	560	538	3	3	5	9	11	26	88	85	69	NA	NA	0
Non-Economically Disadvantaged	47	55	46016	100	100	100	567	565	567	NA	NA	2	17	18	14	83	82	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	50	NA	54	99	43	43	50	99	44	43	54
	Language	99	59	59	58	99	47	47	52	99	48	48	58
	Mathematics	99	51	53	62	99	48	47	50	99	46	44	54
8	Reading	94	52	NA	55	100	57	56	51	100	59	56	58
	Language	97	57	53	52	100	54	53	50	100	58	56	56
	Mathematics	95	69	63	61	100	55	53	53	100	58	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Wallace Junior High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Student Discipline
- ü Parent/Educator Relations
- ü Promotion/Retention Issues
- ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü 2 Internet /PC Labs
- ü Library
- ü Multipurpose Building

Extracurricular Activities

- ü Student Council
- ü Gifted Classes
- ü National Junior Honor Society
- ü Cheerleading
- ü Interscholastic Sports
- ü Friday Enrichment Activities (Electives)

Social Services

- ü Psychological Services
- ü DES Services
- ü Law Related Education - One Day Per Week
- ü Talent Search

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Our school earned a highly performing label from the Arizona Department of Education.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	75	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Weekly visits and instruction by La Paz County Probation Officer for law related education. We also have a no tolerance policy for violence on our campus. We have also increased campus supervision through extra duties, as well as the shared use of our district's school resource officer.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Bob Firlein	(928) 669-2141
Transportation Policy	Robb Cozby	(928) 669-2446
Community Resources	Jay Sandusky	(928) 669-2141
School Nutrition Programs	Caryn Bonds	(928) 669-2141
Parent Organization		(928) 669-2141
Student Health/Nurse	Dawn Heise	(928) 669-2141

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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